L-3
T-4
W-1
D-1

Objective :- SS will be able to know the concept of fraction.

Activity :- Pasting of flash cards of fraction according to the cutouts of circles.

Material :- Charts, Cut outs of circles, flash cards related to cutouts fraction.

Procedure :-

Warm up :- Ask ss about half, quarter, one fourth and so on.

Activity :- Paste cutouts of circle (as on p#5) on the board then ask students to come in front and paste flash card of fraction according to the cutouts.

-> Repeat same procedure for other circles.

Classwork :- P# 5, 6 (Question #2).

Homework :- P# 6 (Question #3)
worksheet 3.B part 2.

Level 3 Term 4 Week 1 Day 2	**Lesson Plan**

Objective: Students will be able to know the concept of 1 whole.

Activity: Making strips for different fractions

Material: Cutouts of / worksheet / pencils

Procedure: First draw this on board.

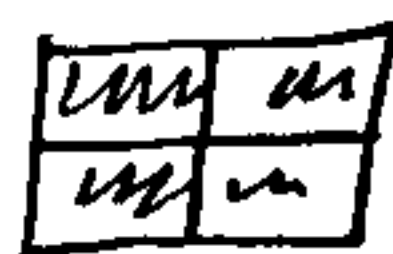
Ask:

- How many parts are there? (4)
- How many parts are colored? (3)
- What is the fraction? (3/4)

Activity:

- Make groups in the class
- Give each group 1 cutout like etc.
- Ask them to show the given fraction on cutout group A 3/4, group B 5/6, group C 7/8, group D 9/10 and so on.
- Ask them to color 1 more part and write it fraction.
- For example if the fraction is

3/4

When students will be color in 1 more part it will become

1 whole.

Explanation: Any time a fraction has the same number on top and bottom it is equal to the number 1. This means the 3/3 = 1 whole.

- Take cutout which show 3/10 now ask from students 3/10 is _______ out of the ______ equal parts 3/10 and ___ ___ make 1 whole. (3/10+7/10=10/10=1)

Class work: Page 7 and 8

Level 3 Term 4 Week 1 Day 3	**Lesson Plan**

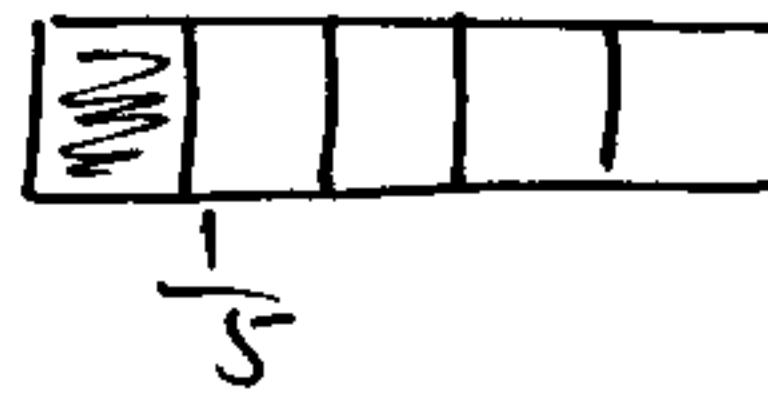
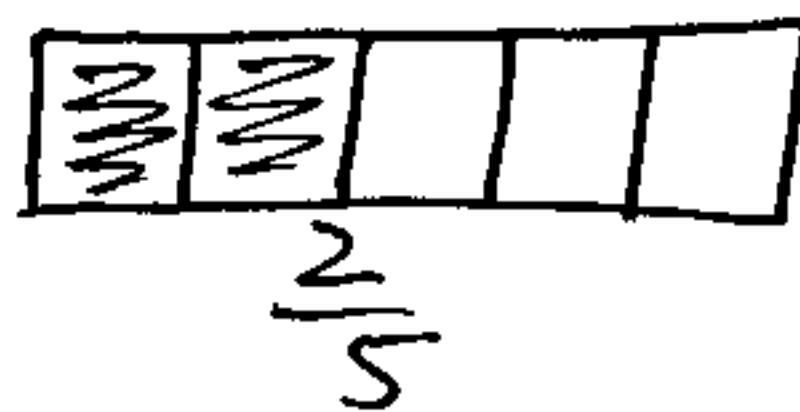
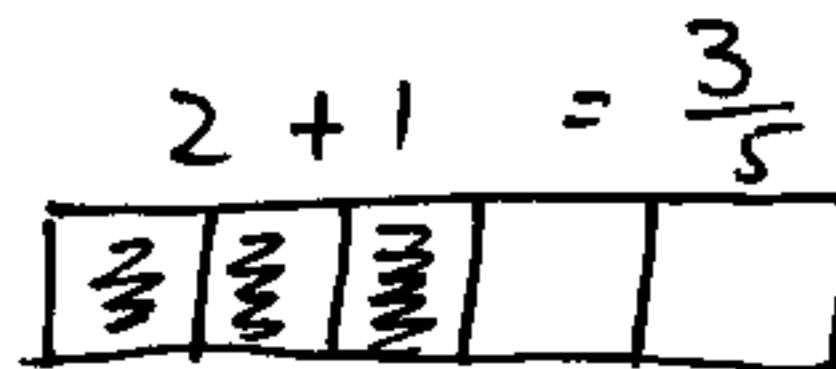
Objective: Students will be able to add the fraction of same denominator.

Activity: Addition of fraction

Material: Cutouts, charts, worksheet, pencils.

Procedure:
Warm up: Show a fraction like

- What is its fraction? (3/8)
- 3/8 = ______ out of ______ equal parts.
- 3/8 and _____ make 1 whole (3/8+5/8 = 8/8 =1)

Activity:
- Make groups in the class.
- Give each group cutouts which have same denominator like

- Ask students to trace the same shape on the shart, cut the colored part from each shape and paste on the traced shape.
- Like:

Explanation: When fractions have the same denominator (bottom) all you have to do is add the numerators (top) and keep the same denominator.
Repeat some more examples like this.

Class work: Page 9 and 10

Homework: Assessment of fraction

Level 3 Term 4 Week 1 Day 4	Lesson Plan

Assessment will be taken decided by teacher

Level 3 Term 4 Week 1 Day 5	**Lesson Plan**

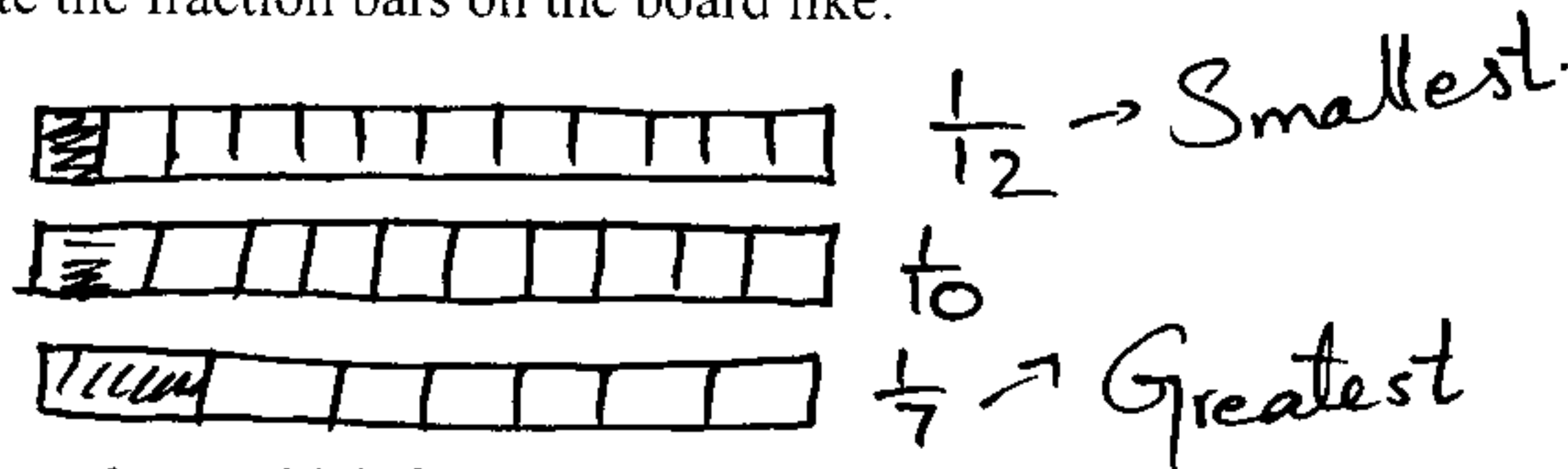
Objective: Students will be able to compare the fraction

Activity: Comparison of fraction

Material: Fraction bars / worksheet / pencils

Procedure:
Warm up: Show some cutouts and ask the fraction of these on the board.

Activity 1:

- Paste the fraction bars on the board like:

- Ask students which fraction is greatest? (1/7)
- Ask students which fraction is smallest? (1/12)
- Explain some more examples like this.

Activity 2:

- Ask students to arrange the 1/12, 1/7, 1/10 in ascending order.

Explanation: In ascending order first of all we write smallest than smaller……. And greatest.

Ascending order 1/12, 1/10, 1/7

- Repeat the same procedure for descending order but start from greatest than greater…….. Smallest.

Class work: Page 12

Homework: Page 11

Level 3 Term 4 Week 2 Day 1	**Lesson Plan**

Objective: Students will be able to have a concept of greatest and smallest fraction having some denominator.

Activity: Individual work, pair work, written work.

Material: Flash cards

Procedure:
Warm up: Write few fractions on the board like 3/5, 3/7, 3/8 then ask which one is greatest. (3/5)

- Which one is smallest? (3/8)

Activity: Write 6 on the board like (6) then put the flash cards on the table than in pickup one flash card and paste it at 6 like (1/6) then call students one by one and ask them to paste these cards over 6 in sequence. (Repeat the task for different fractions with same denominators)

Activity 2: Make shapes according to page 13, question 2. Make pairs and give each pair two same shapes divided into equal par island ask one students color three parsls of the shapes like this and write the fraction.

Then ask to the other student color 5 parts out of 8 parts like and write the fraction.
Then ask in which shape more parts are colored.
After pair work explain to the whole class that when denominator is same then we put our concentration to numerator (colored parts) the fraction, having greater numerator is greatest fraction.

Class work: Page 13

Homework: Page 14

Level 3 Term 4 Week 2 Day 2	**Lesson Plan**

Objective: To teach the equivalent fractions

Activity: Draw and write the equivalent fraction of different fraction

Material: cutouts, pencils

Procedure:

Warm up: Draw a circle on the board and divide it into two equal parts and shade one part like ⊖ then ask what is the fraction (1/2) write on the board further divide the same circle into 4 equal parts like ⊕ and ask the fraction of this circle and then fraction and then ask which fraction is greater legal fraction.

Activity: Make groups in the class.

Take columns as on page 15 (column 1) paste on the board then ask to the students write the fractions in front of shapes, then give them the same shapes and ask them to divide each part into two equal parts then ask them to paste that shapes in front of the previous shape which they have divided and write their fractions, Then in explain if needed

Level 3 Term 4 Week 2 Day 3	Lesson Plan

Objective: To practice the equivalent fraction

Activity: Written work

Material: cutouts, worksheet, pencils

Procedure:
Warm up: Repeat the activity of term 4, week 2 and day 2.

Class work: Do page 15 – 16

Homework: Test topic equivalent fractions

Level 3 Term 4 Week 2 Day 4	**Lesson Plan**

Assessment page 17 and 18 in worksheet (3-B part 2)

Level 3
Term 4 **Lesson Plan**
Week 2
Day 5

Objective: Students will be able to have a concept of equivalent fraction

Activity: Written work

Material: Strips of fraction, worksheet, pencils

Procedure: Write few equivalent fractions randomly on the board and ask the students match the equivalent fractions.

Activity: Repeat the activity of term 4, week 2 and day 2 by using strips instead of cutouts.

Class work: Do page 19

Homework: Do page 20

Level 3 **Term 4** **Week 3** **Day 1**	**Lesson Plan**

Objective: Students will be able to have the concept of simplest fraction.

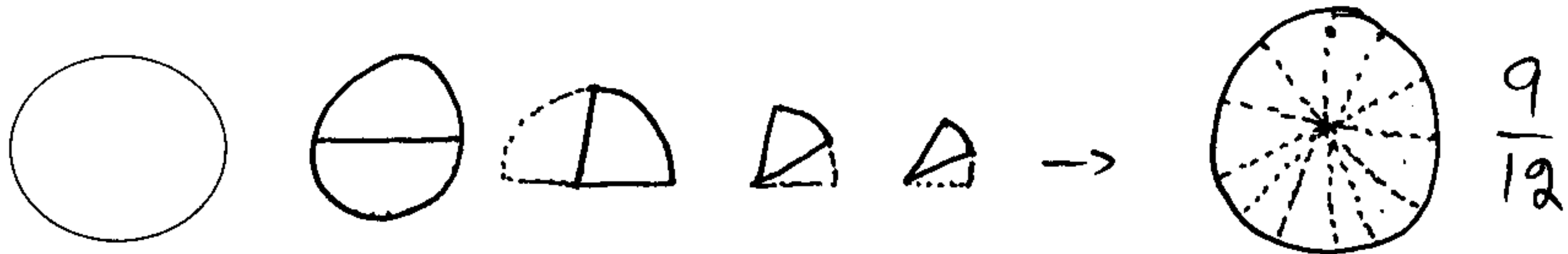
Activity: Written work

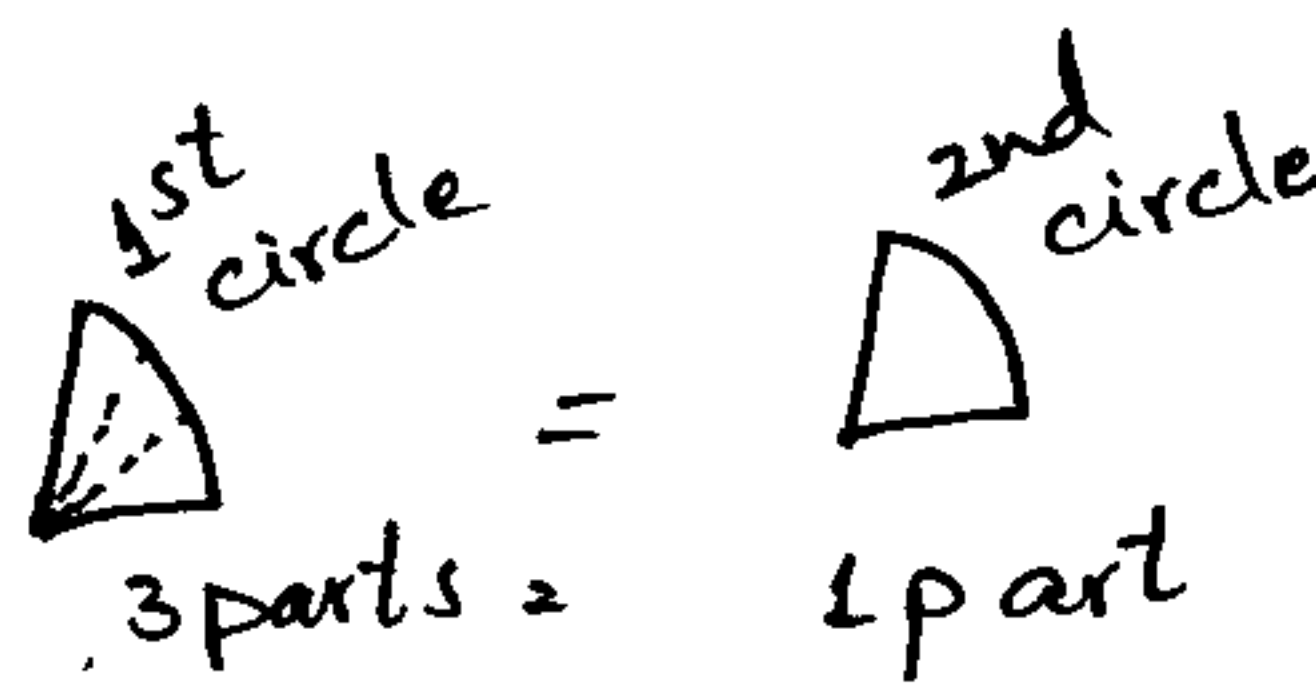
Material: Cutouts of circle / worksheet / pencils

Procedure:

Warm up:

- Read the table of 2 and 3

Activity: Take big cutout of circles then take one circle, fold it for 4 times

Take another cutout of same size and fold it for 2 times.

Now compare

9/12 ÷3/3 = 3/4

After doing activity then teacher explain the task.

Class work: Do page 21

Homework: page 22

Level 3
Term 4
Week 3
Day 2

Lesson Plan

Objective: To teach the comparison of fraction

Activity: Written work

Material: Chart

Procedure:
Warm up: Ask about the previous lesson

Activity:

- Teacher takes one chart paper and draws two rectangles.
- Divide first rectangle into fraction 2/3
- Divide 2^{nd} rectangle into fraction 1/6
- Divide each part of 1^{st} rectangle into 2 parts i-e 2x2/3x2 = 4/6

Follow the procedure as given on next page.

Class work: Do page 23

Level 3 Term 4 Week 3 Day 3	**Lesson Plan**

Objective: Students will be able to have the concept of fraction

Activity: Practice of fraction

Material: Notebooks / board / pencils

Procedure: Call the students one by one and give them some questions on board for practice.

Class work: Then give some questions to solve in the notebooks

Level 3 **Term 4** **Week 3** **Day 4**	**Lésson Plan**

Assessment will be taken in notebook

Level 3 Term 4 Week 3 Day 5	**Lesson Plan**

Objective: Students will be able write the time in digits and words

Activity: Reading time in digit and words + written work

(1)

Material: Clock, pencils, worksheets

Procedure:
Warm up: Ask class to read table of 5 and show them clock and ask:

- The bigger hand stands for?
- The smaller hand stands for?
- What is the time at clock?
- Move the hands of clock and ask different questions about time and note the time on board both in digits and words.

Explanation:

8:20

20 minutes past 8

- We read 8:20 as eight twenty.
- 8:20 is 20 minutes after 8 o' clock.
- We say the time is 20 minutes past 8.
    - Give some more examples of time having (past and after)
- We read time as
    - 4:50
    - 10 minutes to 5

- We read 4:50 as four fifty.
- 4:50 is 10 minutes before 5.
- We say the time is 10 minutes to 5.
    - Give some more examples of time having (before and to)

Class work: Page 32, 3-B part 2

Homework: Page 31

Level 3 Term 4 Week 4 Day 1	Lesson Plan

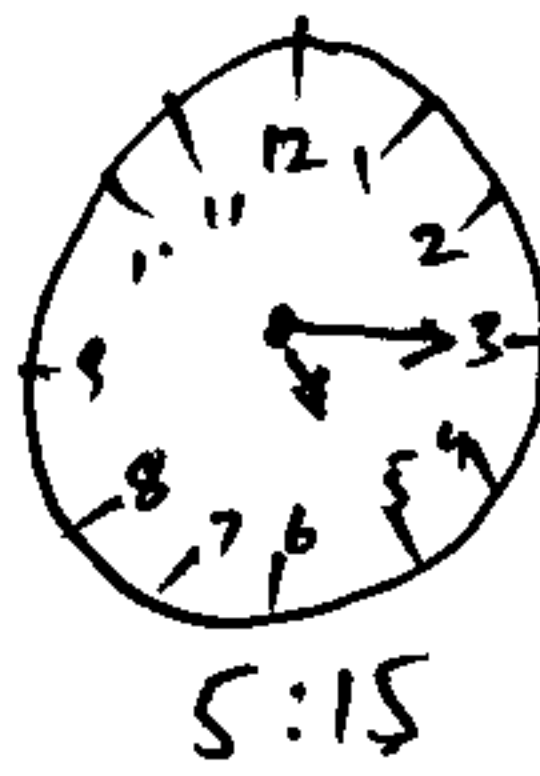
Objective: Students will be able to compare the time on two clocks

Activity: Comparing time

Material: Clocks, pencils, worksheet

Procedure:
Warm up:
- Ask class to read the table of 5
- Show them clock, move the hands of the clock, and ask time in two different ways such as
  - 5:27 -------- Twenty seven minutes past 5
    Twenty seven minutes after 5
    6:55 -------- Five minutes to 7
    Five minutes before 7

Explanation:
- Show them 2 clocks and ask the time from first clock.
- Record the time on the board (5:15)

- Record the time of the second clock on the board (6:30)
- Tell them the concept of (am) and (pm)
- Am means after 12:00 midnight and before 12:00 noon.
- Pm means after 12:00 noon and before 12:00 midnight
- To compare the time we have to see first the time of clock secondly we have to see its hours difference.
- Then we see its minute's difference.

- Difference between hours is (1hour)
- Difference between minute is 15 minutes, so the time first clock is 1h 15min later then the second clock.

- Give students more practice by showing the clocks by moving the hands by different time.

Class work: Page 34

Homework: Page 33

Level 3
Term 4
Week 4
Day 2

Lesson Plan

Objective: Students will be able to change the hour's time in minutes

Activity: Changing hours into minutes

Material: Clock / pencils / notebooks

Procedure:

2

Warm up:

- Ask class to read the table of 5
- Show them clock and ask different questions about time by moving hand of the clock both in digits and words.

Explanation:

- Move the hand on 4 of clock and ask them what the time is? (4:00)
- Do you know how many minutes are their in an hour? (60 min)
- How many minutes in 2hours? (120 min)
- How many minutes in 3 hours? (180 min)
- How many minutes are there in 1 hour and 50 min (110 min)
- Tell them we add minutes of 1 hour with 50 minutes (1 hour + 50 min ------- 60min +50 min = 110mins) then we get 110 minutes.
- Give some more examples with different time
- Elicit the response from students by giving them to different hour to change in minutes

Class work: Write in minutes.

- 1h 5min = ______
- 2h 30min = ______
- 3h 50min = ______
- 4h 10min = ______
  - Write in hours
- 110min = ______
- 95min = ______
- 135min = ______
- 60min = ______

Level 3
Term 4
Week 4
Day 3

Lesson Plan

Objective: Students will be able to change the hours time in minutes.

Activity: Changing hours into minutes

Material: Clock / pencils / worksheet

Procedure:

You will need:

- Student clocks (analogue)
- dice (1 per student)
- spinner with minutes (:00, :15, :30, :45)

How to play:

Students work in pairs. First player rolls the 2 die and adds the total for the hours (i.e., 2+6= 8). Then s/he spins the spinner for the minutes. (i.e., :45). They combine the hours and minutes to come up with their "bedtime", i.e. 8:45. They display their bedtimes on their student clocks. Player 2 follows same procedure. The one with the earlier bedtime is the winner!

This is a good opportunity to wander and assess students as they play their game. Challenge - hand out "10 more minutes" cards or "Go to bed a half hour early" cards and have students add or subtract time from their clocks.

C

Class work:- p #36

H.W:- Assessment of time topic.

Level 3 **Term 4** **Week 4** **Day 4**	**Lesson Plan**

Assessment will be taken in worksheet page 35

Level 3
Term 4
Week 4
Day 5

Lesson Plan

Objective: Students will be able to add the given hours and minutes

Activity: Adding time

Material: Pencils / notebook

Procedure:

Warm up:

- 1h + 2h = _______ h
- 60min + 40min = _______ min
- 35min + 10min = _______ and so on

Explanation: Write the time on the board and explain

- 1h 25min + 30min = ______ h ______ min
  - We will add hours into hours and min into min
  - We add 25 min into 30 min (25+30= 55min)
  - As there in 1 hour so the time is 1h and 55min like:
- Tell then both way of time in vertically and horizontally.
- Give some more example for practice from page 39

Class work: Do the question 2 from page 29 in the notebook

Homework: Page 39

Level 3	
Term 4	**Lesson Plan**
Week 5	
Day 1	

Objective: Students will be able to subtract given hours and minutes

Activity: Subtracting time

Materials:- Clocks / Pencils / loose sheets work sheet.

Procedure:-

- Make groups in the class.
- Give ~~two~~ clocks to each groups and also give Loose sheets to each Student.

Explaination:-

- Teacher will write the different time on the board.

Like this:-

1) 4h — 3h = ______ h
2) 35h — 10h = ______ h.
3) 3h 45 min — 2h 40 min = ______ h ______ min
4) 4h 5 min — 1h 25 min = ______ h ______ min

- Now Students will write it on Loose Sheet then Solve it.

STEP 1

STEP 2

Level 3 **Term 4** **Week 5** **Day 2**	**Lesson Plan**

Objective: Students will be able to change the minutes into seconds

Activity: Changing minutes into seconds

Material: Clock / worksheet / pencils

Procedure:
Warm up:

- How many minutes are there in 1 hour?
- How many minutes are there in 3 hours?
- How many minutes in 1h 30min? and so on
- Do you know how many second are there in 1 min?

Explanation: Tell them that min and hours, second is also a unit of time.

- Show them the clock and tell them the hours, min and seconds hands.
- Tell them 1min = 60 seconds
- Elicit from students 1h = ______ min, 1min = ______ seconds

Class work:

Task 1: Oral discussion of question 2, page 42 and then written work

Task 2: Oral discussion of question 3, page 42 and written work question 3

Level 3	
Term 4	**Lesson Plan**
Week 5	
Day 3	

Objective: Students will be able to change the min into seconds

Activity: Changing min into seconds

Material: Clocks / pencils / worksheet

Procedure:
Warm up:

- How many seconds in 1 min?
- 1min = _____ seconds
- 1min – 40 seconds = _______ seconds and so on.

Explanation: Write on the board

- 1min 25s =?
- First we see how many min are there and we change min into seconds.
- Then we add like (1min = 60 sec, so 60 sec + 25 sec = 85sec)

Give some more examples like this.

Class work: Page 44

Homework: Assessment of addition and subtraction of time.

Level 3
Term 4
Week 5
Day 4

Lesson Plan

Assessment will be taken in notebook, questions selected by the teacher

Homework: Page 43

Level 3 Term 4 Week 5 Day 5	**Lesson Plan**

Objective: Students will be able to know that year, month, week and days are also unit of time.

Activity: Changing year into months

Material: Worksheet / pencils

Procedure:

Warm up:

- What day of the week today is?
- How many days are there in 1 week?
- How many weeks are there in 1 month?
- How many months are there in 1 year?

Explanation:

- There are 12 months in a year, year is of 365 days. A leap year is of 366 days.
- When we change a year into months then we do as following
    - As 1 year = 12 months, so we add 12 months+4months = 16months
- Give some more examples like this
- Elicit the responses from students by giving them different years to change in months.

Class work: page 47

Homework: page 45

Level 3 Term 4 Week 6 Day 1	**Lesson Plan**

Objective: Students will be able to change weeks into days

Activity: Changing weeks into days

Material: Worksheet / pencils

Procedure:
Warm up:

- How many days are there in 1 month?
- How many months are there in a year?
- How many days are there in a week? And so on

Explanation: There are 7 days in a week, when we change weeks into days we do like
(As 1 week = 7 days so, 3 weeks = 7x3 = 21 days)
3 weeks + 2 days i-e 21 days + 2 days = 23 days

Explain some more examples like this

Class work: Page 49

Homework: Page 46

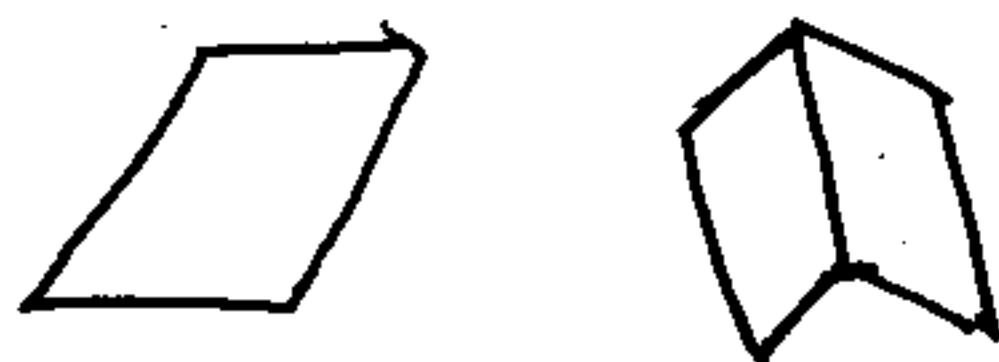
Level 3 Term 4 Week 6 Day 2	Lesson Plan

Objective: Students will be able to know the basic concept of angle

Activity: Explaining angle
Finding angles

Material: Different objects from regalia, walls, book, color box etc / pencils

Procedure:
Warm up:
- Count how many sides a board has? (4)
- Where do two sides meet? (on a point or corner)
- Do you know what is angle?

Explanation:
- When two sides or lines meet together they make an angle.
- Point out to the board sides and explain there are 4 side and 4 angles
- Similarly give them more examples of angles from the side the doors, windows etc
- Also take a book and demonstrate different angles like

Class work: Page 53 in worksheet

Task 1: Orally discuss the angles inn figures of page 52. Then students will do the written work

Homework: None

Level 3 **Term 4** **Week 6** **Day 3**	**Lesson Plan**

Objective: Students will be able to know

- Right angle
- Smaller than right angle
- Bigger than right angle

Activity: Recognizing the right angle, bigger and smaller than the right angle.

Material: Chart with different angles drawn (as on page 53), pencils, examples from regalia, worksheet

Procedure:

Warm up:

- What is angle?
- How many angles board has?
- How many angles a windows has? And so on

Explanation:

- When two sides or lines meet together they make an angle
- Teacher take a paper and tell to class we make a special angle
- When a horizontal meet a vertical line then it make a right angle
- Show them more right angles by pointing toward right angle from boards / windows / wall etc
- Also draw a right angle on the board.
- Tell them an angle which has horizontal and vertical lines closer than the right angle lines, there are smaller angles than right angle
- And an angle which has horizontal and vertical lines far than the right angle lines, there are bigger angles than right angle.
- Paste the chart on the board and explain right angle, smaller than right angle and bigger than right angle.

Class work: Page 53

Homework: Page 48 + Assessment of page 45 to 49

Level 3 Term 4 Week 6 Day 4	Lesson Plan

Assessment in notebooks, Questions selected by the teacher

Level 3 Term 4 Week 6 Day 5	Lesson Plan

Objective: Students will be able to know the sides, angles and right angles of different angles.

Activity: Finding side, angles and right angles

Material: Worksheet/ pencils

Warm up:-
Questions
1) Count how many sides a board has? (4)
2) Where do two sides meet? (on a point)
3) What do you know an angle is?
4) How many angles a board has?
5) How many angles a window has
and so on.

Explaination:-
Give a paper. to each pair and say them how to we

make a special angle. that they learent yesterday.

Ask each point to describe that angle.

Ask them to search right angle in the windows at doors etc.

Draw some right angles on the board as they tell like

L ⅃ Γ ⅂ etc.

Class work:- P # 55 of work sheet

Home work:- P # 54.

Level 3 Term 4 Week 7 Day 1	**Lesson Plan**

Objective: Students will be able to know the right angle in notebook

Activity: Drawing

Material: Notebooks, scales, pencils

Procedure:
Warm up:
- What is an angle?
- What is a right angle?
- How many right angles in a door?
- Show me an angle which is smaller than to right angles?
- Show me an angle which is bigger than to right angle.

Explanation:
- Teacher draw right angle on the board with the scale.

Class work: Ask students to draw right angle in the notebook

Homework: Assessment of topic angles

Level 3 Term 4 Week 7 Day 2	Lesson Plan

Assessment will be taken in notebook, question will be selected by the teacher

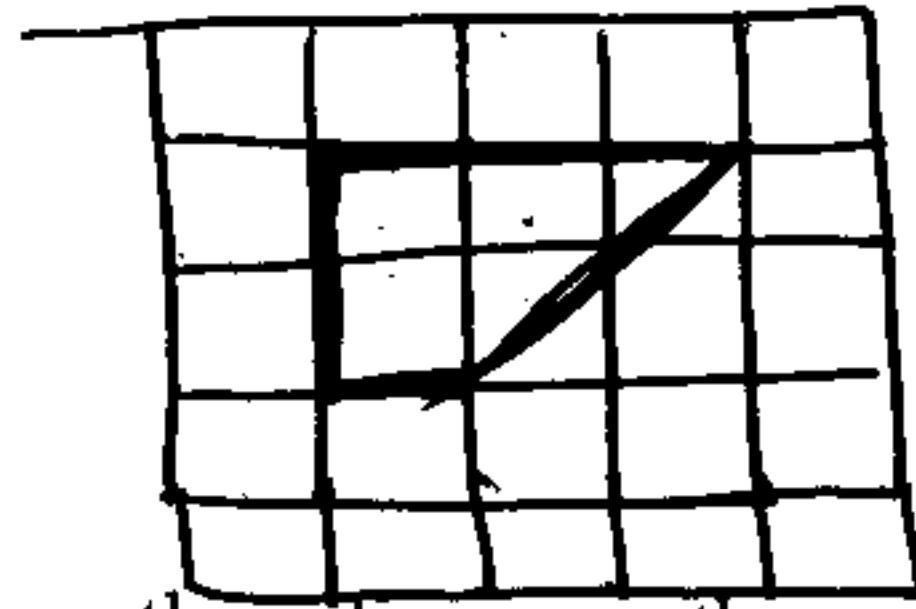
Level 3 Term 4 Week 7 Day 3	Lesson Plan

Objective: Students will be able to have the concept of finding 'area'

Activity: Finding area

Objective: Square cards, figure cutouts, worksheet, pencils, pages of math's notebook

Procedure:
Warm up:

- Observe different shapes in the class
- Which shapes can you see in the class
- Note students' responses on the board by drawing these shapes.
- Make groups in the class
- Give different cutouts and pages of math. (square lined)
- Say students to place these shapes on the given pages like:

- Students trace these figure on the same page
- After tracing shapes, students count square that come under shape.
- Teacher explain by drawing that a = 1cm² and = 1/2 cm²
- Now ask each group to present their work, and then paste their work in class.
- Teacher explains when we measure the area of shape we are counting how many square units will fit inside that shape.

Class work: Written work page 58

Homework: Page 56, 57

Level 3 Term 4 Week 7 Day 4	**Lesson Plan**

Objective: Students will be able to find the area of given figures

Activity: Finding area

Material: Worksheet / pencils

Procedure:
Warm up: Show the class previous activities pasted in the class.

- Ask, area of those shapes one by one
- (which was found by the students previous day)

Class work: Page 59, 60
Oral discussion
Written work

Homework: None

Level 3 Term 4 Week 7 Day 5	**Lesson Plan**

Objective: Students will be able to find the area by multiplying the breadth and length of the figure

Activity: Finding area

Material: Pencils, worksheets, material from regalia

Procedure:
Warm up:

- What is the shape of board?
- How many sides it has?
- How many sides are long?
- How many sides are short?

Explain:

- Long shows length of board.
- Short side shows the breadth.
- Elicit from students that how did they find area in previous class.
- Explain we can also find area by multiplying length and breadth.

Class work: Page 64
Brief explanation of questions of page 64
Written work

Homework: Page 65

Level 3 Term 4 Week 8 Day 1	Lesson Plan

Objective: Students will be able to find the area by using formula i-e length x breadth

Activity: Finding area

Material: Pencils, worksheets, material from regalia

---

rocedure:-

Warm up:-

1) What is the Shape of board?
2) How many Sides it has?
3) How many Sides are long?
4) How many Sides are Short?
5) What will be the area of board Students will answer.
6) What is the Short Side of board called?
7) What is the long Side of board called?
8) How did we find the area of a rectangle?
9) Again explain the formula

of finding area of a rectangle?

($l \times b$ = area)

Class work:-

Task 1:- Explaination of Q 1 p# 52

Task 2 :- written work of Q1 p# 66

H.W:- Assessment of area.

Level 3 Term 4 Week 8 Day 2	**Lesson Plan**

Objective: To assess students' concept of area, assessment will be taken.

Assessment: Questions, decided by teacher

Homework: Page 68

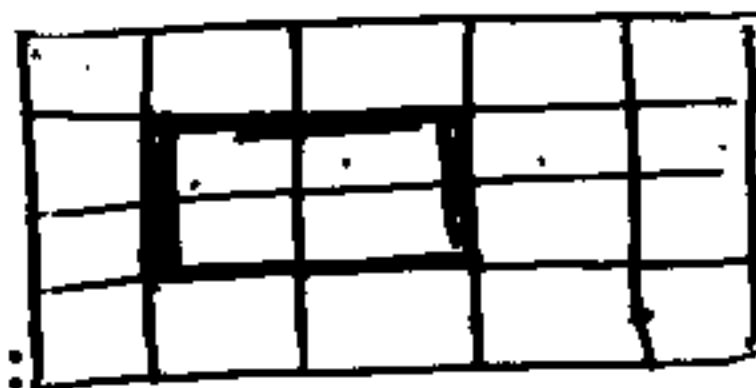
Level 3 Term 4 Week 8 Day 3	**Lesson Plan**

Objective: Students will be able to know the concept of perimeter

Activity: Finding perimeter

Material: Thread, cutouts, square lined paper, worksheet, pencils

Procedure:
Warm up:
- Name the shapes you see in class
- What is the shape of board?
- What is area?
- How we find area of board?

Task 1:
Group work:
- Give each group a shape of square and rectangle and a square lined paper.
- Ask them to measure each side's length with scale and

Explanation:
- The distance around the outside of figure is called perimeter.
- Emphasize the word perimeter by asking from the students after telling

Task 2: Give each group thread and ask then find out the perimeter of the 'geometry box' by wrapping thread around it. And see whose box has greater perimeter.

Task 3: Written work of page 61

Homework: With help of thread find perimeter of the bread which you will take it supper.

91

Level 3
Term 4
Veek 8
ay 4

Lesson Plan

bjective: Students will be able to find the perimeter by adding the sides

ctivity: Finding the perimeter

Iaterial: Thread, pencils, books, worksheets

Procedure:

- Follow the same procedure of day 3, week 8
- Explain that perimeter can also be finding by adding up the length of all the sides.
- Take a book, measure its sides in front of class.
- Record measures on board
- Add all sides and tell perimeter = sum of length of all sides

Class work: Page 63

Homework: Assessment of perimeter

Level 3
Term 4
Week 8
Day 5

Lesson Plan

Objective: To assess students' concept of perimeter assessment will be taken of page 67

Homework: Page 28